

Indiana University - Purdue University Fort Wayne Opus: Research & Creativity at IPFW

2012 IPFW Student Research and Creative
Endeavor Symposium

IPFW Student Research and Creative Endeavor
Symposium

4-14-2012

Using Music Activities in Early Childhood Inclusive Settings to Improve Emergent Mathematics and Literacy Skills

Susan M. Stephens

Follow this and additional works at: http://opus.ipfw.edu/stu_symp2012



Part of the [Education Commons](#), [Mathematics Commons](#), and the [Music Commons](#)

Recommended Citation

Susan M. Stephens (2012). *Using Music Activities in Early Childhood Inclusive Settings to Improve Emergent Mathematics and Literacy Skills*.

http://opus.ipfw.edu/stu_symp2012/8

This Presentation is brought to you for free and open access by the IPFW Student Research and Creative Endeavor Symposium at Opus: Research & Creativity at IPFW. It has been accepted for inclusion in 2012 IPFW Student Research and Creative Endeavor Symposium by an authorized administrator of Opus: Research & Creativity at IPFW. For more information, please contact admin@lib.ipfw.edu.

Using Music Activities in Early Childhood Inclusive Settings to Improve Emergent Mathematics and Literacy Skills

Susan M. Stephens

Dr. Jeong-il Cho

Professional Studies

Indiana University Purdue University Fort Wayne

Previous studies concerning using music to enhance learning in mathematics and literacy were reviewed. Why and how teachers are or are not using music activities with their students, including students with disabilities was also investigated. Findings show that although music activities unquestionably can improve mathematics and literacy learning, many teachers are not utilizing music activities in their classrooms for this purpose. The reasons for teachers not using music activities include lack of time, pressure to follow predetermined curriculum, pressure to prepare students for standardized tests, lack of awareness of connections between music, literacy and mathematics, limited musical knowledge, or lack of comfort in using music activities with their students.

A needs assessment in the form of a teacher survey was given to 14 early childhood educators working with students with disabilities. The survey contained 13 questions that asked how teachers define using music in their classrooms, how teachers feel about using music with their students, and how they are currently using music to help develop skills in mathematics and literacy. The results from the needs assessment showed that although these teachers use music in a variety of ways in their classrooms, they are not specifically using music activities in their mathematics and literacy planning and teaching.

A handbook illustrating effective ways to use music activities as a strategy to teach literacy and mathematics skills was created for early childhood educators working with students with disabilities. Activities identified and described in detail were written explicitly to encourage early childhood teachers serving students with disabilities who do not feel comfortable using music in their classrooms, who do not view music as an important strategy for including all learners in active learning, and who feel they need to justify their use of music during mathematics and/or literacy lessons using suggested professional standards.